



**NORTHERN ARIZONA UNIVERSITY**

**Fall 2005**  
**Northern Arizona University Freshmen**  
**Cooperative Institutional Research Program (CIRP) Survey Results**

Completed by:  
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<http://www4.nau.edu/pair/>

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## **Fall 2005 Northern Arizona University Freshmen Cooperative Institutional Research Program (CIRP) Survey Results**

### **EXECUTIVE SUMMARY**

In the summer of 2005, Northern Arizona University participated in the Cooperative Institutional Research Program (CIRP) survey of new incoming students. In addition to having responses from 1,428 first-time, full-time students<sup>1</sup> at NAU, for the 2005 administration of the CIRP, NAU obtained data from two national norm groups and a “peer group” of institutions to which NAU respondents can be compared. This report is separated into two parts; the first part summarizes the responses from the NAU participants whereas the second half focuses on the similarities and differences between NAU respondents and a comparable national norm group and “peer” group of institutions.

Nearly eight out of ten NAU respondents reported that NAU was their first choice for college. The most commonly reported reason for attending college was to “learn more about things that interest me” and the most commonly reported reason for attending NAU was “I wanted to go to a school about the size of this college.”

Interesting to note are areas where one may expect to find a significant difference between NAU respondents when compared to the national norm groups, but no difference is found. For example,

- Our students appear to be as prepared when compared to the national norm groups.
- Our students are more committed to graduating from NAU, are less likely to plan on transferring, have higher expectations for their collegiate experiences, anticipate being more involved in their college experience, and are more likely to indicate that NAU was their first choice for college.
- NAU students appear to be just as socially active in high school as their peers. Additionally, NAU students anticipate being as involved, if not more, in a variety of activities once at the University.

Out of a possible 41 questions on which to compare the NAU respondents to national norms, the first-time, full time students from NAU look remarkably similar to all available comparison groups with several notable differences. Areas where there were significant differences between NAU’s first-time, full-time freshmen and the national norm groups include:

- NAU students were more likely to report that NAU was their first choice for college.
- Incoming freshmen at NAU were significantly more likely to indicate that an important reason for going to college was that they wanted to get away from home and NAU students are significantly more likely to be attending college more than 100 miles from home.
- Several differences were notable for reasons given as “very important” in influencing a student’s decision to attend their particular college. NAU students were significantly more likely to respond that they “wanted to go to a school about the size of this college” and that they were “offered financial assistance”.
- When asked about their activities over the past year in high school, NAU respondents were more likely to have “socialized with someone of another racial / ethnic group,” more likely to have drunk wine, liquor, or beer, and have “discussed politics in class.”

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<sup>1</sup> This first-time, full-time categorization is based upon student answers to the CIRP survey instrument, and is not necessarily reflective of the institution’s official cohort definition for a first-time, full time student.

## **Fall 2005 Northern Arizona University Freshmen Cooperative Institutional Research Program (CIRP) Survey Report**

### **INTRODUCTION**

The Cooperative Institutional Research Program (CIRP), established in 1966, is a national longitudinal study of students in American colleges and universities. Since 1973, the Annual CIRP Survey of Entering Freshmen has been administered through the Higher Education Research Institute (HERI) at the University of California-Los Angeles. The CIRP is the nation's largest and oldest empirical study of higher education, involving data on some 1,800 institutions and over 11 million students. It is regarded as the most comprehensive source of information on college students. The 2005 CIRP Survey is the 40<sup>th</sup> freshman survey conducted by this national research program, and is designed to provide community colleges, four-year colleges, and universities a method of collecting comparative data on their entering students for use in institutional decision-making, research, and assessment activities.

### **METHODOLOGY**

The survey includes a wide range of questions that reflect the current concerns of the higher education community, as well as the interests of Northern Arizona University. The 2005 survey instrument sought responses to 41 nationally defined questions. The four-page survey instrument (Appendix D) covers a broad array of issues:

- demographic characteristics
- expectations of the college experience
- secondary school experiences
- degree goals and career plans
- college finances
- attitudes, values, and life goals
- reasons for attending college

The 2005 freshman norms are based on the weighted responses of 263,710 students at 385 of the nation's baccalaureate colleges and universities. The 2005 CIRP was administered to 1,428 first-time, full-time freshmen<sup>2</sup> during Northern Arizona University's Orientation sessions.

For Northern Arizona University, data for first-time, full-time freshmen are tabulated separately for males, females, and the total. Normed data from a variety of national comparison groups are also available<sup>3</sup>.

A total of 1,428 students out of a possible 2,105<sup>4</sup> participated in NAU's 2005 administration of the CIRP survey. This sample size yields an error rate below  $\pm 1.5$  percent<sup>5</sup>. For each question,

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<sup>2</sup> Refer to Appendix B for an explanation of how a student is determined to be a first-time, full-time freshman.

<sup>3</sup> Refer to Appendix A for classification of universities.

<sup>4</sup> 2,105 is the number of first-time, full-time, freshmen in the 2005 cohort.

frequencies for each response category was compiled and recorded as a percentage. A tabulation of Northern Arizona University's fall 2005 responses is provided online at <http://www4.nau.edu/pair/SurveysReport/SurveysReports.asp>. Also included are two sets of national normative figures and a "peer group" for comparison.

For HERI classification purposes, Northern Arizona University is considered a public, low selective university. HERI defines a low selective university as an institution where the average SAT composite score for new freshmen is less than 1,085. The average SAT score for Northern Arizona University freshmen for fall 2005 is 1,077. There are 49 institutions nationwide that fit this category. Fourteen of these 49 institutions participated in the 2005 CIRP administration. The norms for this category are based upon seven institutions<sup>6</sup>. Appendix C lists the institutions that comprise the national norm group and the peer group.

## NORTHERN ARIZONA UNIVERSITY'S 2005 INCOMING FRESHMAN

### DEMOGRAPHIC CHARACTERISTICS

A typical fall 2005 Northern Arizona University freshman is white (82%), 18 or 19 years old (97%), a 2005 high school graduate (98%), a U.S. citizen (99%), and a native English speaker (96%), who lives more than 100 miles from Northern Arizona University (86%). Nearly seven (7) out of ten (10) students in the 2005 entering freshman class cited a religious preference.

Approximately 70 percent of freshmen estimate their parents' income as over \$50,000. Sixty-five percent of the students report that their parents are living with each other and 31 percent report that their parents are divorced or separated. At least some college education is reported for 72 percent of the fathers and 74 percent of the mothers. Thirty-three percent of students report both parents having less than a bachelor's degree and would therefore be considered first generation students.

Percent of respondents		Mother's Education							Total	
		Grammar or less	Some HS	HS graduate	Post-secondary	Some college	College grad	Some grad school		Grad degree
Father's Education	Grammar or less	0.8	0.1	0.6			0.4		0.1	2.0
	Some HS	0.2	1.1	1.4	0.1	1.2	0.4	0.2	0.1	4.6
	HS graduate	0.1	1.0	7.8	0.5	4.2	3.0	0.1	1.5	18.1
	Postsecondary		0.1	1.0	0.6	0.4	1.3			3.5
	Some college	0.1	0.1	2.7	0.6	8.0	6.3	0.1	1.9	19.8
	College grad		0.1	3.2	1.0	6.0	15.0	1.2	3.1	29.7
	Some grad schl					0.4	1.4	0.5	0.2	2.5
	Grad degree		0.1	1.5	0.6	2.6	5.1	0.6	9.4	19.8
Total		1.2	2.7	18.1	3.4	22.8	32.9	2.7	16.2	100.0

<sup>5</sup> The sampling error describes the probable difference between interviewing everyone in the population versus interviewing a sample drawn from this population. For example, if 80% of the freshmen sample indicated satisfaction in a specific content area, the actual population parameter falls in the range of 79% - 81% (80% +/- 1%) satisfaction

<sup>6</sup> If an institution's sample is not deemed to be representative of all entering freshmen at that institution, HERI does not include the data in the national norms. This typically occurs when the sample size is too small to be representative of all entering freshmen at a given institution.

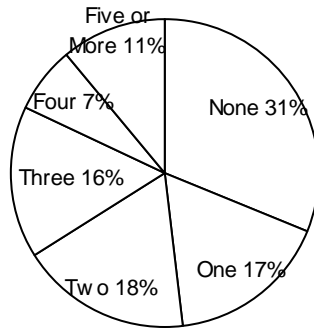
The majority of entering freshmen (86%) graduated from a public secondary school (not including charter or magnet). Ninety-one percent (91%) of incoming freshmen report their average grade in high school as a B or better. Only 26 percent of freshmen came from high schools that required community service for graduation.

**ISSUES RELATED TO ATTENDING COLLEGE**

***College Applications***

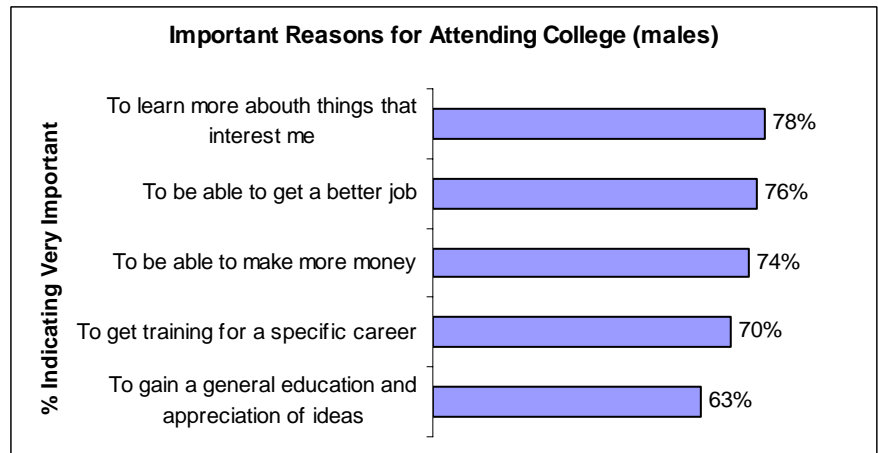
Thirty-one percent (31%) of students reported applying to no other colleges other than NAU. Thirty-five percent (35%) applied to one or two other colleges. Seventy-eight percent (78%) said that NAU was their first choice for college, whereas 16 percent said NAU was their second choice.

**How Many Colleges other than NAU Did You Apply for Admission?**

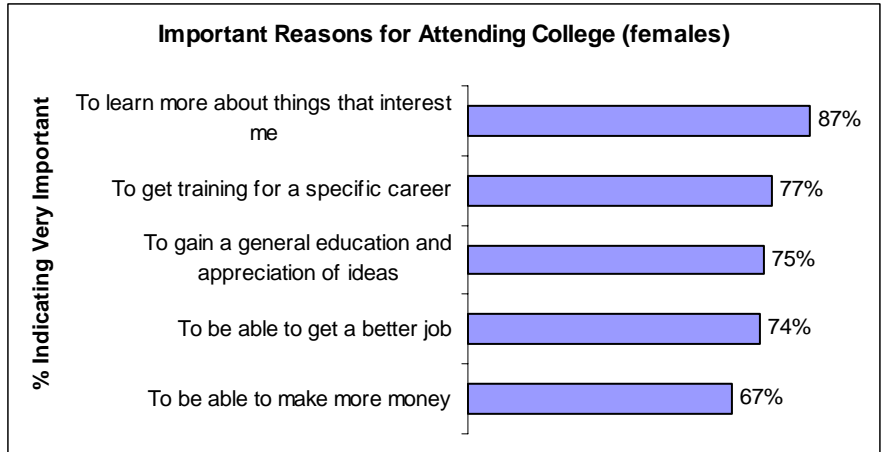


***Reasons for Attending College and for Selecting NAU***

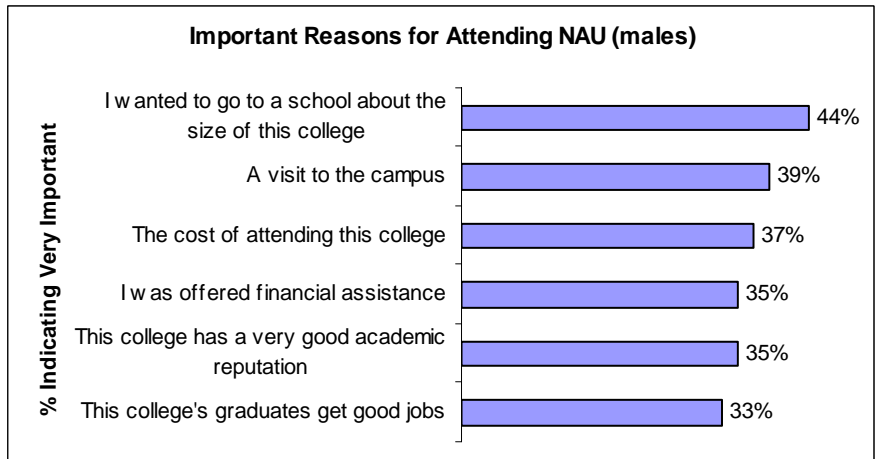
Over 60 percent of the entering freshman males considered the following five reasons as very important in their decision to attend college: “to learn more about things that interest me” (78%), “to be able to get a better job” (76%), “to be able to make more money” (74%), “to get training for a specific career” (70%), and “to gain a general education and appreciation of ideas” (63%).



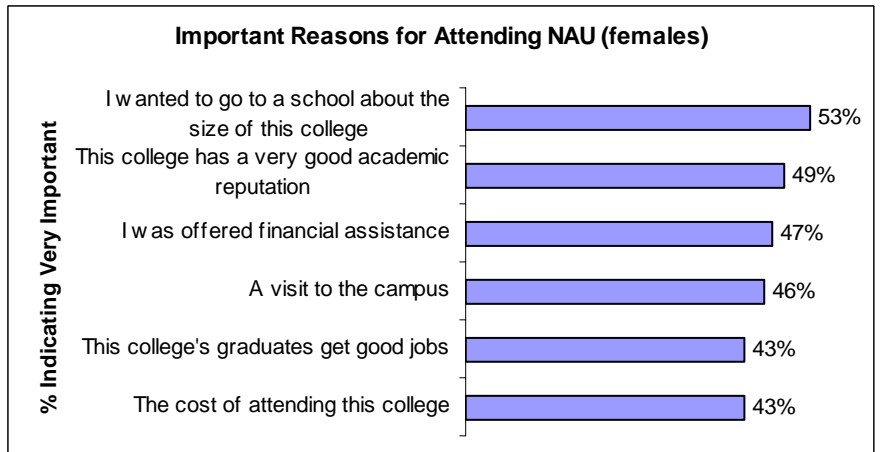
Over 60 percent of the entering freshman females considered the following five areas as very important in their decision to attend college: “to learn about things that interest me” (87%), “to get training for a specific career” (77%), “to gain a general education and appreciation of ideas” (75%), “to be able to get a better job” (74%), and “to be able to make more money” (67%).



The specific reasons males provided for attending NAU are listed to the right. Size (44%), campus visit (39%), cost (37%), financial assistance (35%), academic reputation (35%), and job prospects for graduates (33%) were the six most common responses.

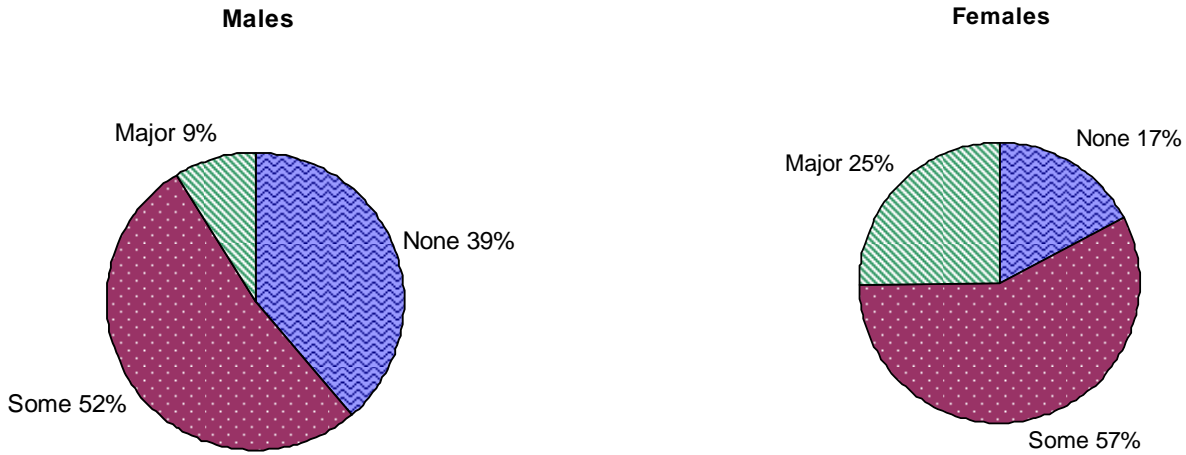


The reasons that females provided for attending NAU are similar to those listed by the males. Size (53%), academic reputation (49%), financial assistant (47%), campus visit (46%), job prospects (43%) and the cost (43%) were the top reasons provided by female respondents.

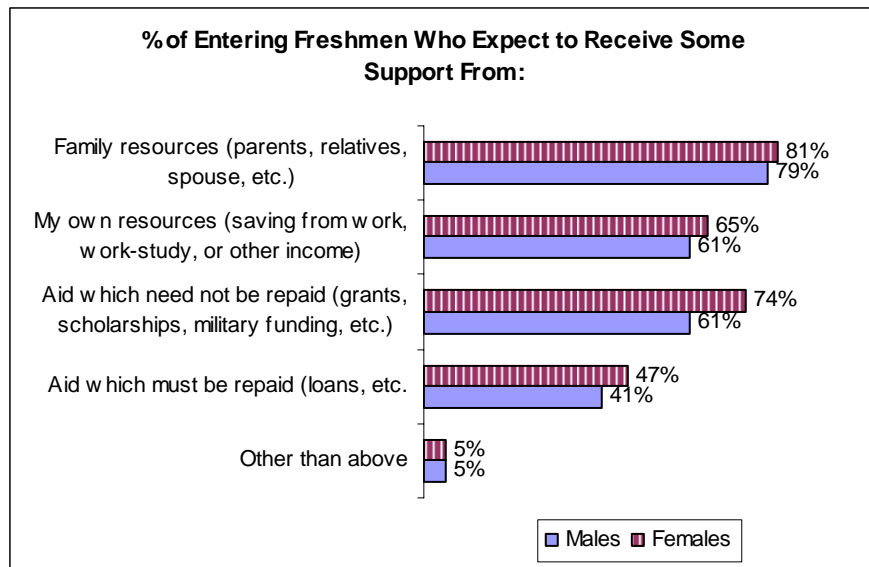


**Financial Aid**

For NAU entering freshmen in 2005, 70 percent report at least some concern about their ability to finance college. Females are more likely to indicate at least some level of concern than are the males (82% vs. 61%).



This figure presents the percentage of fall 2005 entering freshmen who expect to receive some support (in any amount) from each of the sources listed. The largest percentage (81%) of students expect to receive some aid from their family, 70 percent will depend on aid that does not need to be repaid, and 63 percent will depend on their own resources.



**COLLEGE PREPARATION**

**Student Reported Perception of Ability**

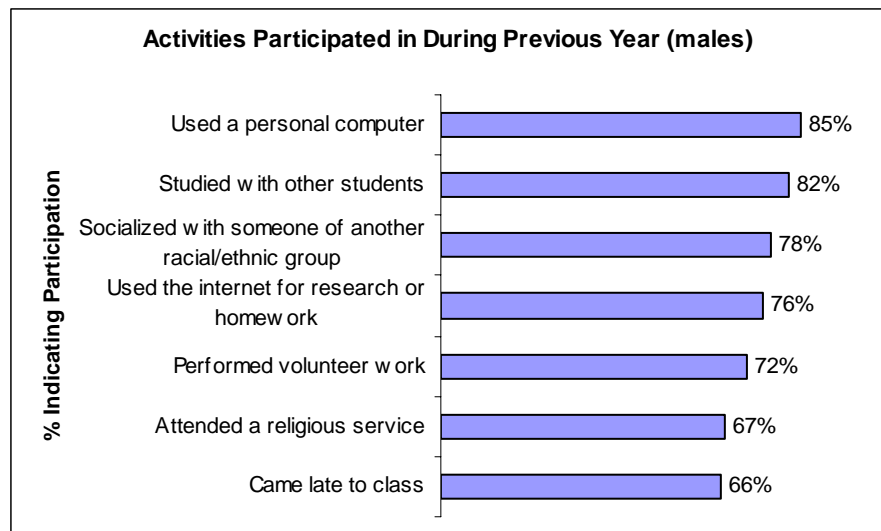
Students at NAU were asked to rate themselves on various traits and abilities compared to the average person their age. Incoming freshmen rated themselves higher in academic ability (84%), cooperativeness (74%), drive to achieve (71%), and understanding of others (68%) when compared to the average person their age. The below figures compare the percentage of students, by gender, who rate themselves above average or in the top 10% for the 2005 survey.

Focusing on just the largest differences (those of 10% or more), males rated themselves higher than the females in five areas: emotional health (61% vs. 51%), mathematical ability (52% vs. 39%), intellectual self-confidence (75% vs 59%), physical health (64% vs. 46%), and computer skills (49% vs. 29%). The females rated themselves higher, in comparison to the male respondents, in their drive to achieve (75% vs. 63%).

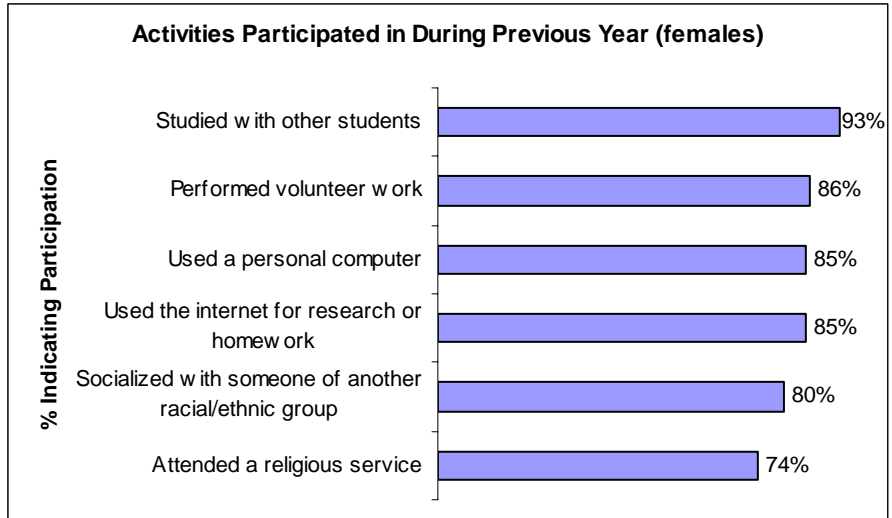
<b>Gender Differences in Self-Rated Traits and Abilities</b>	<b>Males N=525</b>	<b>Females N=906</b>	<b>Total N=1,431</b>
Academic ability	75%	73%	74%
Cooperativeness	72%	76%	74%
Drive to achieve	63%	75%	71%
Understanding of others	65%	70%	68%
Self-confidence (intellectual)	75%	59%	65%
Leadership ability	65%	65%	65%
Creativity	64%	63%	63%
Self-understanding	64%	57%	60%
Emotional health	61%	51%	55%
Writing ability	53%	56%	55%
Self-confidence (social)	59%	51%	54%
Physical health	64%	46%	53%
Mathematical ability	52%	39%	44%
Spirituality	36%	45%	42%
Public speaking ability	44%	37%	40%
Computer skills	49%	29%	36%
Artistic ability	34%	35%	35%
Religiousness	26%	32%	30%

## STUDENT ACTIVITIES DURING HIGH SCHOOL

Sixty percent or more of the NAU incoming male freshmen reported engaging in the following activities during the previous year in high school: using a personal computer (85%), studying with other students (82%), socializing with someone of another racial/ethnic group (78%) using the internet for research or homework (76%), performing volunteer work (72%), attending a religious service (67%), and coming late to class (66%).



Seventy percent or more of the NAU incoming female freshmen reported engaging in the following activities during the previous year in high school: studying with other students 93%), performing volunteer work (86%), using a personal computer (85), using the internet for research or homework (85%), socializing with someone of another racial/ethnic group (80%), and attending a religious service (74%).



The below table shows the activities students report spending six (6) hours or more doing during their last year in high school. Just focusing on the largest differences between the male and female respondents from NAU (10% or more), it is seen that the males were more likely to have spent time playing video/computer games, watching television, and partying, but less likely to have spent six (6) or more hours on studying/homework.

Activities during last year of high school:			
Percent spending six (6) or more hours per week	Males N=525	Females N=906	Total N=1,431
Socializing with friends	73	73	73
Working (for pay)	62	66	65
Exercise or sports	52	42	46
Studying/homework	21	31	27
Watching TV	30	24	26
Partying	26	16	20
Student clubs/groups	13	17	15
Reading for pleasure	12	16	14
Household/childcare duties	9	13	12
Playing video/computer games	26	3	11
Volunteer work	6	13	10
Talking with teachers outside of class	3	4	4
Prayer/meditation	4	3	3

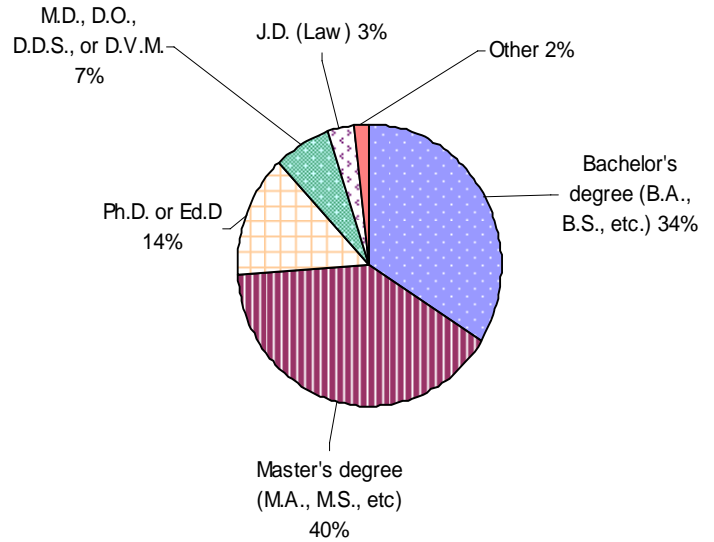
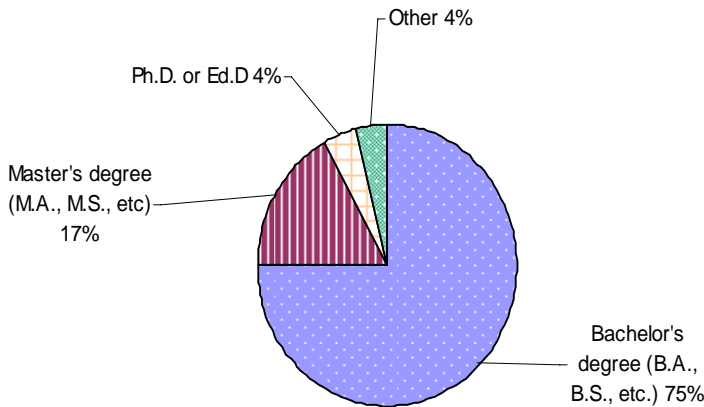
## STUDENT EXPECTATIONS AND LIFE GOALS

### *Expectation of Academic Achievement:*

The incoming NAU freshmen were asked to indicate the highest degree they plan to pursue at any institution. Eighty-eight percent (88%) of students plan on obtaining a Bachelor's degree, Master's degree, and / or Ph.D. or Ed.D. When asked specifically about the highest degree that they plan on obtaining at NAU, 96% of students reported they plan on obtaining a Bachelor's degree, Master's degree, or Ph.D. or Ed.D.

**Highest Degree Intend to Obtain at NAU**

**Highest Degree Intend to Obtain at any College**



***Expectation of College Experience***

Students were asked to indicate which of the below activities they were likely to engage in while at NAU. Overall, the females were more likely to indicate that they planned on being involved in a variety of activities, but in particular were significantly more likely to indicate that they would: participate in volunteer or community service work, participate in students clubs/groups, participate in study abroad programs, get a job to help pay for college expenses, and strengthen their religious beliefs/convictions.

<b>Gender Differences in Student Expectations</b>	<b>Males N=525</b>	<b>Females N=906</b>	<b>Total N=1,431</b>
Socialize with someone of another racial/ethnic group	71%	79%	76%
Make at least "B" average	63%	64%	64%
Be satisfied with your college	52%	59%	57%
Get a job to help pay for college expenses	49%	59%	55%
Participate in student clubs/groups	32%	50%	44%
Communicate regularly with your professors	33%	36%	35%
Participate in study abroad program	19%	34%	29%
Participate in volunteer or community service work	12%	36%	28%
Strengthen your religious beliefs/convictions	19%	29%	25%
Change major field	13%	15%	15%
Change career choice	11%	16%	14%
Seek personal counseling	5%	10%	9%
Join a social fraternity or sorority	7%	11%	9%
Play varsity/intercollegiate athletics	11%	8%	9%
Participate in student government	4%	7%	7%
Work full-time while attending college	6%	8%	7%
Participate in student protests or demonstrations	6%	8%	7%
Transfer to another college before graduating	4%	7%	6%

### ***Life Goals***

Being very well off financially (72%) and raising a family (70%) were identified as essential or very important life goals by the largest percent of entering NAU students. Other important life goals included: helping others who are in difficulty (67%), becoming an authority in my field (58%), and obtaining recognition from my colleagues (53%). The figure below highlights the differences in life goals between male and female respondents. The largest differences (10% or more) were that females were more likely to identify the below five aspirations.

- Helping others who are in difficulty
- Improving my understandings of other countries and cultures
- Participating in a community action program
- Influencing social values
- Integrating spirituality into my life

<b>Gender Differences in Student Aspirations/Life Goals</b>	<b>Males N=525</b>	<b>Females N=906</b>	<b>Total N=1,431</b>
Being very well off financially	75%	69%	72%
Raising a family	71%	69%	70%
Helping others who are in difficulty	56%	73%	67%
Becoming an authority in my field	60%	58%	58%
Obtaining recognition from my colleagues for contributions to my special field	55%	52%	53%
Improving my understandings of other countries and cultures	43%	58%	52%
Developing a meaningful philosophy of life	48%	45%	46%
Influencing social values	33%	43%	39%
Integrating spirituality into my life	33%	43%	39%
Becoming successful in a business of my own	44%	36%	39%
Having administrative responsibility for the work of others	37%	35%	36%
Keeping up to date with political affairs	35%	34%	35%
Helping to promote racial understanding	30%	37%	34%
Becoming a community leader	25%	34%	30%
Participating in a community action program	18%	30%	26%
Becoming involved in programs to clean up the environment	20%	25%	23%
Influencing the political structure	20%	21%	21%
Creating artistic work (painting, sculpture, decorating, etc.)	15%	21%	19%
Writing original works (poems, novels, short stories, etc.)	20%	16%	18%
Making a theoretical contribution to science	21%	17%	18%
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	14%	16%	15%

## NORTHERN ARIZONA UNIVERSITY'S 2004 INCOMING FRESHMEN COMPARED TO NATIONAL NORMS

Data was obtained on two national norm groups and a peer group of institutions to compare the results from NAU's incoming freshmen. Appendix A provides a description of the various classifications. This report will focus on two of these comparison groups: similar public universities and a group of "peer institutions<sup>7</sup>." NAU is classified as a low selective public university as the average composite SAT score for incoming freshmen is less than 1,085 and the university grants doctorates in more than five disciplines. The peer norms are based upon nine institutions that participated in the 2005 CIRP administration and appear on NAU's lists of peers. These nine institutions are listed in Appendix C. This report focuses on the largest differences between NAU incoming freshmen and the two comparison groups. While admittedly arbitrary, the criterion of a 10% or greater difference was used to highlight a notable distinction between NAU respondents and those from the comparison groups.

### DIFFERENCES IN DEMOGRAPHIC CHARACTERISTICS

In comparison to the norms for public universities, NAU had a greater proportion of Caucasian students and fewer African American/Black and Asian American/Asian students.

Self-reported ethnic background (percent responding)	NAU	Similar Public Uni	Peer Group
	1,431	15,577	14,031
White/Caucasian	82	60	86
Mexican American/Chicano	9	7	1
American Indian/Alaska Native	8	2	2
African American/Black	3	18	5
Asian American/Asian	2	13	5
Other Latino	2	3	3
Native Hawaiian/Pacific Islander	1	1	1
Puerto Rican	1	1	1
Other	4	4	3

No notable difference is seen in self-reported average high school grade between NAU freshmen and freshmen at public universities or the students at the peer institutions.

What was your average grade in high school? (percent responding)	NAU	Similar Public Uni	Peer Group
	1,431	15,577	14,031
A or A+	25	16	23
A-	21	19	26
B+	23	22	23
B	22	26	21
B-	6	8	5
C+	2	6	2
C	1	3	1
D	0	0	0

<sup>7</sup> The peer group is comprised of institutions from the ABOR peer list, the President's peer list, and the National Trust peer list that participated in the 2005 CIRP Freshmen Survey. Appendix C lists the participating universities that comprise the "peer group."

NAU students are significantly more likely than students at both comparison groups to be attending college more than 100 miles from home.

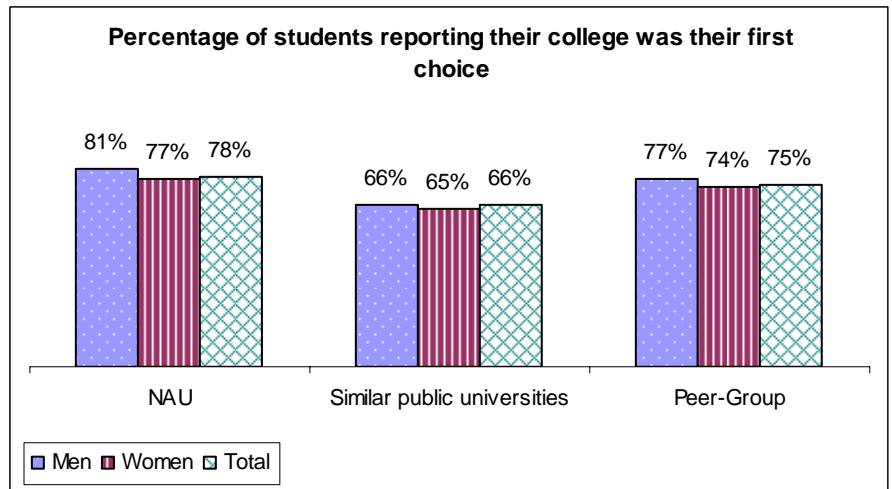
How many miles is this college from your permanent home? (percent responding)	NAU	Similar Public Uni	Peer Group
		1,431	15,577
5 or less	4	5	6
6 to 10	2	9	7
11 to 50	2	38	23
51 to 100	6	22	12
101 to 500	66	23	44
Over 500	20	3	8

In relation to both comparison groups, incoming freshmen students at NAU were more likely to report their religious preference and their parent’s current religious preference, for both father and mother, as “none.” No notable differences exist in parents’ income or level of education. The NAU students were slightly less likely to report their parents as “both alive and living with each other” when compared to the students at the peer institutions.

**DIFFERENCES IN ISSUES RELATED TO ATTENDING COLLEGE**

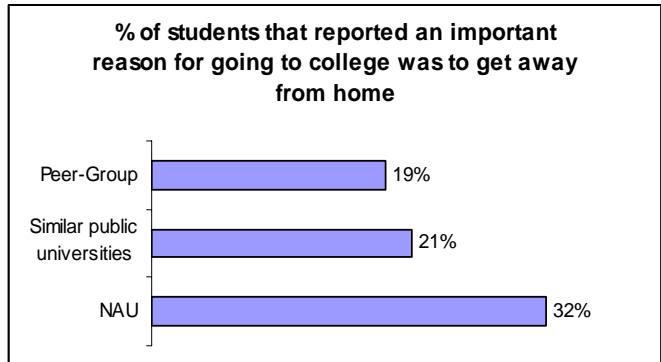
***College Applications***

When compared to students at similar public universities, NAU students were more likely to report that NAU was their first choice. Seventy-eight percent of NAU’s incoming freshman class reported that NAU was their first choice for college compared to 66% of students at similar public universities. The NAU freshmen were more likely to report that they have applied to no other schools (31%) when compared to students at similar public universities (20%).



**Reasons for Attending College and for Selecting NAU**

The number one reason NAU students gave for attending college was to learn more about things that interest them. Of a list of 13 possible important reasons for attending college, NAU students were only significantly different from the comparison groups in one area: NAU students were significantly more likely to report that an important reason for attending college was to get away from home.



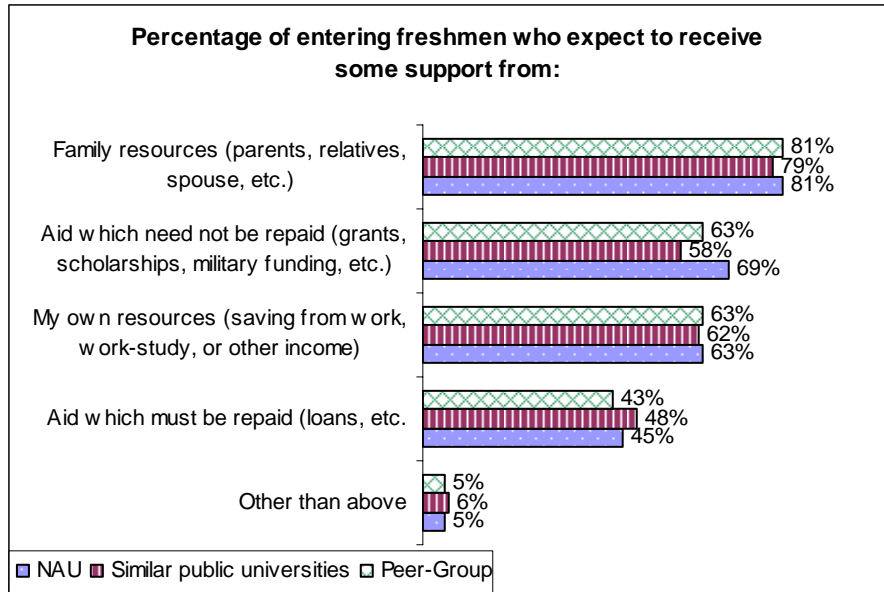
The top three reasons given by the NAU first-time, full-time students for attending NAU was that they wanted to go to a school about the size of this college, this college has a very good academic reputation, and a visit to the campus. When asked the important reasons for attending their current college, the NAU respondents were significantly more like than both comparison groups to report that they wanted to go to a school about this size and that they were offered financial assistance. In comparison to respondents from similar public universities, the NAU respondents were less likely to report that they wanted to live near home and in comparison to the respondents from the peer group the NAU respondents were less likely to report that the academic reputation of the college was an important reason for attending.

Important Reasons for Attending their College	NAU	Similar public univ	Peer Group
<b>(percent responding)</b>	<b>1,431</b>	<b>15,577</b>	<b>14,031</b>
I wanted to go to a school about the size of this college	50	27	31
This college has a very good academic reputation	44	48	54
A visit to the campus	43	34	38
I was offered financial assistance	42	28	26
The cost of attending this college	41	34	32
This college's graduates get good jobs	40	45	46
This college has a good reputation for its social activities	30	26	33
This college's graduates gain admission to top graduate/professional schools	18	27	26
Information from a website	17	16	13
I wanted to live near home	13	24	18
Rankings in national magazines	12	11	12
My relatives wanted me to come here	8	11	9
I was admitted through an early action or early decision program	6	7	9
My teacher advised me	5	6	4
High school guidance counselor advised me	5	8	6
Not offered aid by first choice	5	7	5
I was attracted by the religious affiliation/orientation of the college	3	3	2
Private college counselor advised me	1	2	2

**Financial Aid**

No notable differences exist between NAU’s incoming freshmen when compared to both the students at similar public universities or to the peer group of students in the degree of concern they have for their ability to finance their college education.

NAU freshmen were more likely to plan on receiving aid which would not have to be repaid when compared to students from other similar public universities.



**DIFFERENCES IN COLLEGE PREPARATION**

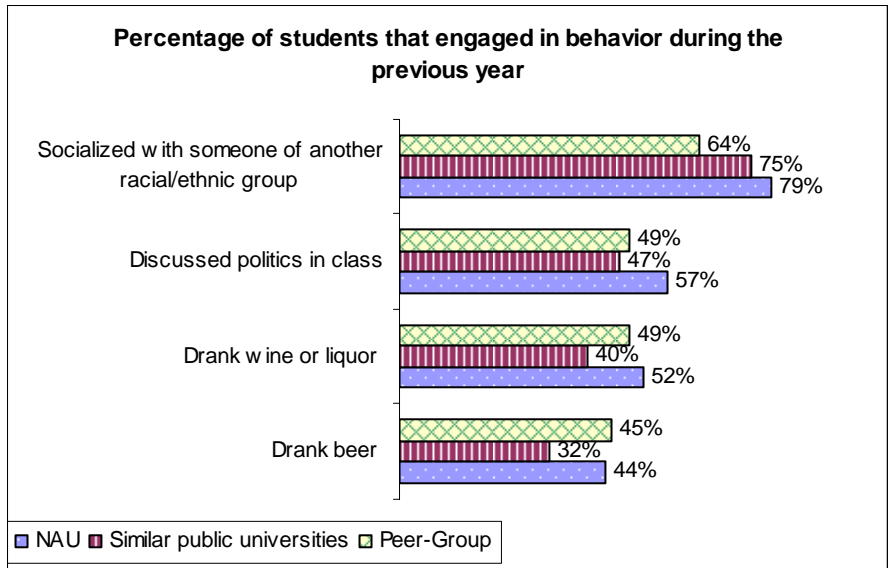
**Student Reported Perception of Ability**

Students were asked to rate themselves on various traits and abilities compared to their perception of the average person their age. Of the 18 abilities to rate themselves on, the NAU respondents did not score themselves significantly higher or lower than either of the two comparison groups for any of the skills as listed below.

Percent of students rated self "above average" or "highest 10%" as compared with the average person	NAU	Similar public universities	Peer-Group
	<b>1,431</b>	<b>15,577</b>	<b>14,031</b>
Academic ability	74	66	74
Cooperativeness	74	74	73
Drive to achieve	71	73	73
Understanding of others	68	69	66
Leadership ability	65	62	62
Self-confidence (intellectual)	65	62	61
Creativity	63	60	57
Self-understanding	60	60	56
Emotional health	55	56	57
Writing ability	55	46	48
Self-confidence (social)	54	57	53
Physical health	53	54	58
Mathematical ability	44	42	45
Spirituality	42	40	36
Public speaking ability	40	36	36
Computer skills	36	44	41
Artistic ability	35	33	29
Religiousness	30	31	29

## DIFFERENCES IN STUDENT ACTIVITIES DURING HIGH SCHOOL

Students were asked to report on a variety of behaviors that they engaged in during the past year in high school. Depending upon the comparison group, NAU respondents were more likely to have socialized with someone of another racial / ethnic group, more likely to have drunk wine, liquor, or beer, and have discussed politics in class.



The below table shows the activities students report spending six (6) hours or more doing during their last year in high school. Again, no notable differences are apparent as to how incoming freshmen report having spent their time during their last year in high school. The largest difference, though not reaching the arbitrary 10% cut off, is that NAU incoming freshmen were more likely to report that they spent more than six (6) hours a week working for pay (65%) compared to respondents from similar public universities (58%).

During your last year in high school, how much time did you spend during a typical week doing the following? <i>Percentage of respondents indicating six or more hours per week</i>	NAU	Similar Public Uni	Peer Group
		<b>1,431</b>	<b>15,577</b>
Socializing with friends	73	71	74
Working (for pay)	65	58	61
Exercise or sports	46	43	52
Studying/homework	27	28	30
Watching TV	26	29	26
Partying	20	20	23
Student clubs/groups	15	13	12
Reading for pleasure	14	11	10
Household/childcare duties	12	13	8
Playing video/computer games	11	14	11
Volunteer work	10	10	8
Talking with teachers outside of class	3	5	4
Prayer/meditation	3	5	3

## DIFFERENCES IN STUDENT EXPECTATIONS AND LIFE GOALS

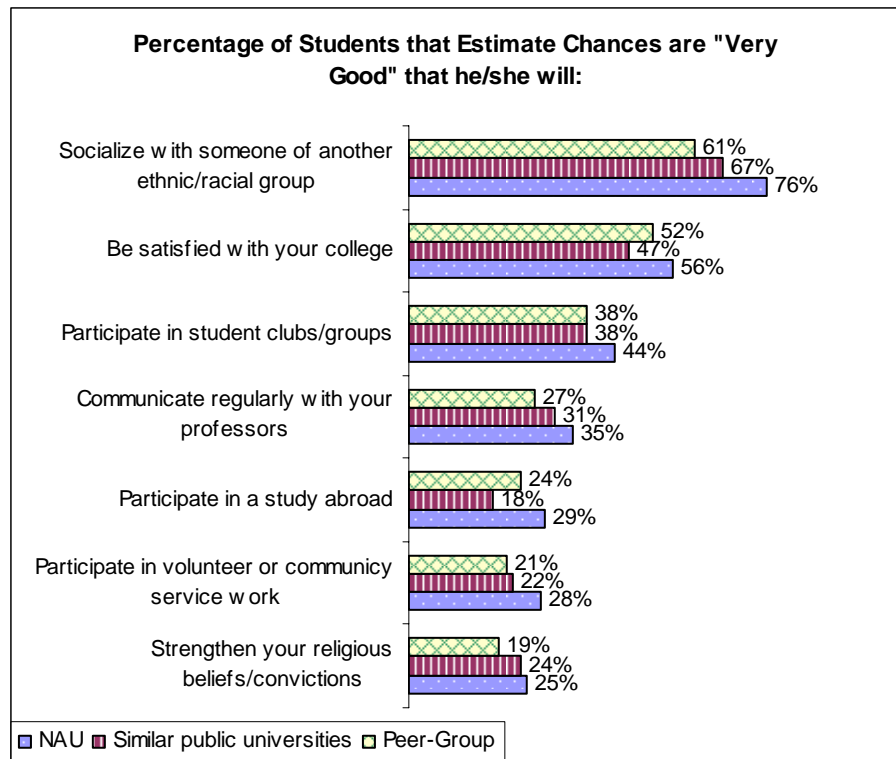
### *Expectation of Academic Achievement:*

While more incoming NAU freshmen intend to obtain a Bachelor's degree from NAU compared to the incoming freshmen at the two comparison groups, when dividing respondents into two groups – less than a Bachelor's versus all other degrees - no significant differences are noted. This finding is contrary to the notion that a significant proportion of incoming students attend NAU planning on transferring elsewhere, or the common belief that students approach NAU as a community college.

What is the highest academic degree that you intend to obtain at your college?	NAU	Similar Public Uni	Peer Group
<b>% responding</b>	<b>1,431</b>	<b>15,577</b>	<b>14,031</b>
None	1	1	1
Vocational Certificate	0	0	0
Associate (A.A. or equivalent)	0	1	0
Bachelor's degree (B.A., B.S., etc.)	34	24	29
Master's degree (M.A., M.S., etc)	40	40	41
Ph.D. or Ed.D	14	18	14
M.D., D.O., D.D.S., or D.V.M.	7	10	9
J.D. (Law)	3	4	5
B.D. or M.Div. (Divinity)	0	1	0
Other	2	2	1

### *Expectation of College Experience*

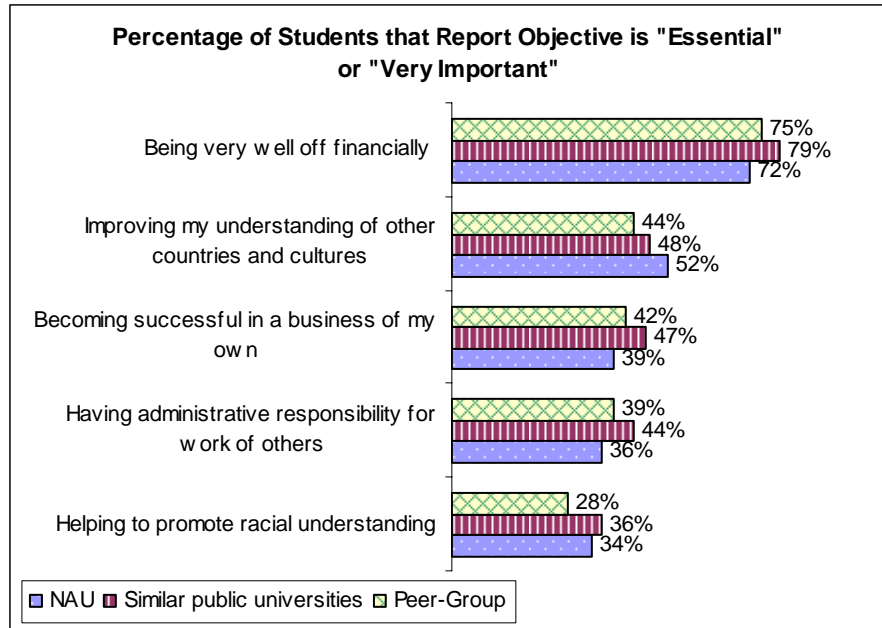
Students were asked to rate the likelihood of participating / experiencing a variety of activities while at college. The NAU respondents were significantly more likely than the respondents from the peer group to estimate their chances as very good that they would socialize with someone of another ethnic/racial group (76% vs. 61%). In comparison to respondents from other similar public institutions, the NAU freshmen were more likely to anticipate participating in a study abroad program (29% vs. 18%). Generally the NAU respondents anticipated that they would be more engaged during their college experience and were more likely to indicate that they would be satisfied with college. Similarly, the NAU student's were less likely to



report that they planned on transferring. These are all statements that are contrary to impressions that many on campus hold regarding NAU students.

**Life Goals**

Minimal differences exist between respondents when asked to identify life goals that were “essential” or “very important.” In fact, out of 21 possible statements, NAU respondents were not different (based on the arbitrary 10% cutoff) on any of the objectives they considered to be “essential” or “very important.” Highlighted to the right are the areas of the largest differences, though not reaching the 10% cutoff.



*The Office of Planning, Budget, and Institutional Research welcomes feedback concerning this and other studies and how they can continue to be improved.*

## Appendix A. HERI Classification of Participating Institutions

### CIRP STRATIFICATION CELLS

#### CELL INSTITUTIONAL TYPE/SELECTIVITY 1 SELECTIVITY SCORE 2

##### Public Universities

01 low less than 1,085

02 medium 1,085 – 1,139

03 high 1,140 or more

##### Private Universities

04 medium less than 1,174

05 high 1,174 – 1,309

06 very high 1,310 or more

##### Public Four-year Colleges

07 low less than 985

08 medium 985 – 1,054

09 high 1,055 or more

10 unknown

### NOTES:

**1** The broad categories of institutional type are defined as follows:

**University** an institution that awards a substantial number of doctoral-level degrees in at least five different disciplines. The CIRP “university” is roughly equivalent to the Carnegie “Research” and “Doctoral” designations.

**Four-year College** an institution that awards master- and/or bachelor-level degrees. Corresponds equivalent to the Carnegie “Master’s (Comprehensive)” and “Baccalaureate (Liberal Arts)” designations.

## Appendix B. HERI Classification for Determining First-Time, Full-Time Student Status

### DETERMINING FIRST-TIME FULL-TIME STATUS

HERI uses the following algorithm to determine whether or not a CIRP Freshman Survey respondent should be considered a first-time full-time freshman. Please note that the question numbers referred to below are based on the 2002 Freshman Survey.

#### **RULE #1**

**IF** a respondent indicates that he/she did not graduate from high school in the current year (Question #4) **AND, IF** the respondent reports having taken courses for credit at his/her freshman institution (Question #11) **OR** the respondent reports having taken any courses (for credit or not for credit) at any other postsecondary institution (Question #12)\*, **THEN** the respondent is considered “not first-time” (shown on the institutional profiles as a “transfer”).

#### **RULE #2**

**IF** a respondent fails the tests in Rule #1 (i.e., is considered a first-time respondent) **AND** indicates he/she is enrolling as a part-time respondent (Question #5), **THEN** the respondent is considered “not full-time” (shown on the institutional profiles as parttime”).

#### **RULE #3**

**IF** a respondent fails the tests in Rule #1 **AND** Rule #2, **THEN** the respondent is considered a “first-time full-time freshman.”

#### **RULE #4**

**IF** the tests in Rule #1 or Rule #2 can not be performed because the respondent did not respond to any or all of Question #s 4,5, 11 and 12, **THEN** the respondent is considered to have failed the test. That is, the algorithm assumes that the respondent is a first-time full-time freshman unless he/she passes the tests in Rule #1 or Rule #2. \*\*

\* The structure of Rule #1 is designed to account for respondents who took college courses during their high school career by requiring that they took at least one year off between high school graduation and college entry in order to pass the test. It is possible that a student who took college courses in high school **and** took a year or more off before entering college would incorrectly be considered a “not first-time” student, but HERI deems that to be a very low-probability occurrence.

\*\* Please note that this Rule might cause a person to be considered a first-time full-time freshman when he/she in fact isn't.

## Appendix C. List of Institutions that Comprise the Comparison Groups

The national norm group of similar public universities was comprised of the seven institutions listed below:

Institution	Strat
George Mason University	01
Northern Illinois University	01
University of Alabama – Birmingham	01
University of California – Riverside	01
University of North Texas	01
University of Toledo	01
Wayne State University	01

One group available to compare Northern Arizona University respondents was the group of “peer institutions.” The peer group was comprised of the nine institutions listed below:

### 2005 FRESHMAN SURVEY PEER GROUP REPORT for Northern Arizona University

Institution	Strat	State	# of Resp
George Mason University	01	VA	1,685
Miami University	03	OH	2,342
North Dakota State University	02	ND	1,416
Oakland University	08	MI	1,634
South Dakota State University	01	SD	1,115
U of Central Florida	09	FL	1,776
U of Nevada-Reno	01	NV	1,206
U of North Dakota	01	ND	1,279
U of Vermont	03	VT	1,578

14,031

PLEASE PRINT NAME AND PERMANENT/HOME ADDRESS (one letter or number per box)

NAME: FIRST MI LAST When were you born?  
 ADDRESS: Month (01-12) Day (01-31) Year  
 CITY: STATE: ZIP: PHONE: - -

2005 STUDENT INFORMATION FORM

MARKING DIRECTIONS

Your responses will be read by an optical mark reader. Please,

- Use a pencil or black or blue pen.
- Fill in the oval completely.
- Erase cleanly any answer you wish to change or "X" out mark if in pen.

CORRECT MARK INCORRECT MARKS



PLEASE PROVIDE YOUR ID NUMBER (as instructed)

Mark here if directed

										GROUP CODE A	GROUP CODE B		
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9

- Your sex:  Male  Female
- How old will you be on December 31 of this year? (Mark one)
 

16 or younger	<input type="radio"/>	21-24	<input type="radio"/>
17	<input type="radio"/>	25-29	<input type="radio"/>
18	<input type="radio"/>	30-39	<input type="radio"/>
19	<input type="radio"/>	40-54	<input type="radio"/>
20	<input type="radio"/>	55 or older	<input type="radio"/>
- Is English your native language?  Yes  No
- In what year did you graduate from high school? (Mark one)
 

2005	<input type="radio"/>	Did not graduate but passed G.E.D. test	<input type="radio"/>
2004	<input type="radio"/>	Never completed high school	<input type="radio"/>
2003	<input type="radio"/>		
2002 or earlier	<input type="radio"/>		
- Are you enrolled (or enrolling) as a: (Mark one)
 

Full-time student?	<input type="radio"/>
Part-time student?	<input type="radio"/>
- How many miles is this college from your permanent home? (Mark one)
 

5 or less	<input type="radio"/>	11-50	<input type="radio"/>	101-500	<input type="radio"/>
6-10	<input type="radio"/>	51-100	<input type="radio"/>	Over 500	<input type="radio"/>
- What was your average grade in high school? (Mark one)
 

A or A+	<input type="radio"/>	B	<input type="radio"/>	C	<input type="radio"/>
A-	<input type="radio"/>	B-	<input type="radio"/>	D	<input type="radio"/>
B+	<input type="radio"/>	C+	<input type="radio"/>		

8. From what high school did you graduate?  
 Name of High School

City State

9. From what kind of high school did you graduate? (Mark one)
- Public school (not charter or magnet)
  - Public charter school
  - Public magnet school
  - Private religious/parochial school
  - Private independent college-prep school
  - Home school

10. What were your scores on the SAT I and/or ACT?

SAT VERBAL 


SAT MATH 


ACT Composite 


11. Citizenship status:
- U.S. citizen
  - Permanent resident (green card)
  - Neither
12. Which of the following statements applies to you? (Mark one)
- I was born in the United States
  - I came to the United States:
    - Before age 6
    - Between ages 6-12
    - After age 12

13. If you or your parents were not born in the United States, indicate the country of birth:

You 

--

Mother 

--

Father 

--

14. Prior to this term, have you ever taken courses for credit at this institution?  Yes  No
15. Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution (university, 4- or 2-year college, technical, vocational, or business school)?  Yes  No

16. Where do you plan to live during the fall term? (Mark one)
- With my family or other relatives
  - Other private home, apartment, or room
  - College residence hall
  - Fraternity or sorority house
  - Other campus student housing
  - Other

17. Is this college your: (Mark one)
- First choice?  Less than third choice?
  - Second choice?  Third choice?

18. To how many colleges other than this one did you apply for admission this year?
- None  1  4  7-10
- 2  5  11 or more
- 3  6

19. Have you had, or do you feel you will need, any special tutoring or remedial work in any of the following subjects? (Mark all that apply)
- |                  |                       |                       |
|------------------|-----------------------|-----------------------|
|                  | Have Had              | Will Need             |
| English          | <input type="radio"/> | <input type="radio"/> |
| Reading          | <input type="radio"/> | <input type="radio"/> |
| Mathematics      | <input type="radio"/> | <input type="radio"/> |
| Social Studies   | <input type="radio"/> | <input type="radio"/> |
| Science          | <input type="radio"/> | <input type="radio"/> |
| Foreign Language | <input type="radio"/> | <input type="radio"/> |
| Writing          | <input type="radio"/> | <input type="radio"/> |

20. What is the highest academic degree that you intend to obtain? (Mark one in each column)
- |                                      |                       |                                 |
|--------------------------------------|-----------------------|---------------------------------|
| None                                 | <input type="radio"/> | Highest Planned At This College |
| Vocational certificate               | <input type="radio"/> |                                 |
| Associate (A.A. or equivalent)       | <input type="radio"/> |                                 |
| Bachelor's degree (B.A., B.S., etc.) | <input type="radio"/> |                                 |
| Master's degree (M.A., M.S., etc.)   | <input type="radio"/> |                                 |
| Ph.D. or Ed.D.                       | <input type="radio"/> |                                 |
| M.D., D.O., D.D.S., or D.V.M.        | <input type="radio"/> |                                 |
| J.D. (Law)                           | <input type="radio"/> |                                 |
| B.D. or M.DIV. (Divinity)            | <input type="radio"/> |                                 |
| Other                                | <input type="radio"/> |                                 |

21. Are your parents: (Mark one)
- Both alive and living with each other?
  - Both alive, divorced or living apart?
  - One or both deceased?

22. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below? (Mark one answer for each possible source)

	None	Less than \$1,000	\$1,000-2,999	\$3,000-5,999	\$6,000-9,999	\$10,000+
Family resources (parents, relatives, spouse, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My own resources (savings from work, work-study, other income)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aid which need <u>not</u> be repaid (grants, scholarships, military funding, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aid which <u>must</u> be repaid (loans, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other than above	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. What is your best estimate of your parents' total income last year? Consider income from all sources before taxes. (Mark one)

<input type="radio"/> Less than \$10,000	<input type="radio"/> \$50,000-59,999
<input type="radio"/> \$10,000-14,999	<input type="radio"/> \$60,000-74,999
<input type="radio"/> \$15,000-19,999	<input type="radio"/> \$75,000-99,999
<input type="radio"/> \$20,000-24,999	<input type="radio"/> \$100,000-149,999
<input type="radio"/> \$25,000-29,999	<input type="radio"/> \$150,000-199,999
<input type="radio"/> \$30,000-39,999	<input type="radio"/> \$200,000-249,999
<input type="radio"/> \$40,000-49,999	<input type="radio"/> \$250,000 or more

24. Current religious preference: (Mark one in each column)

	Yours	Father's	Mother's
Baptist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buddhist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Church of Christ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eastern Orthodox	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Episcopalian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hindu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Islamic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jewish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LDS (Mormon)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lutheran	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methodist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presbyterian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quaker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roman Catholic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seventh Day Adventist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unitarian/Universalist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
United Church of Christ/Congregational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Christian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
None	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Are you: (Mark all that apply)

White/Caucasian	<input type="checkbox"/>
African American/Black	<input type="checkbox"/>
American Indian/Alaska Native	<input type="checkbox"/>
Asian American/Asian	<input type="checkbox"/>
Native Hawaiian/Pacific Islander	<input type="checkbox"/>
Mexican American/Chicano	<input type="checkbox"/>
Puerto Rican	<input type="checkbox"/>
Other Latino	<input type="checkbox"/>
Other	<input type="checkbox"/>

26. For the activities below, indicate which ones you did during the past year. If you engaged in an activity frequently, mark **F**. If you engaged in an activity one or more times, but not frequently, mark **O** (Occasionally). Mark **N** (Not at all) if you have not performed the activity during the past year. (Mark one for each item)

	Frequently	Occasionally	Not at all
Attended a religious service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was bored in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in organized demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored another student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was a guest in a teacher's home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoked cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank beer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank wine or liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt overwhelmed by all I had to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Played a musical instrument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a teacher for advice after class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voted in a student election	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized with someone of another racial/ethnic group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Came late to class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used the Internet for research or homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed community service as part of a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a personal computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed politics:			
In class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a local, state, or national political campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Did your high school require community service for graduation?

Yes     No

28. What is the highest level of formal education obtained by your parents? (Mark one in each column)

	Father	Mother
Grammar school or less	<input type="radio"/>	<input type="radio"/>
Some high school	<input type="radio"/>	<input type="radio"/>
High school graduate	<input type="radio"/>	<input type="radio"/>
Postsecondary school other than college	<input type="radio"/>	<input type="radio"/>
Some college	<input type="radio"/>	<input type="radio"/>
College degree	<input type="radio"/>	<input type="radio"/>
Some graduate school	<input type="radio"/>	<input type="radio"/>
Graduate degree	<input type="radio"/>	<input type="radio"/>

29. In deciding to go to college, how important to you was each of the following reasons? (Mark one answer for each possible reason)

	Very Important	Somewhat Important	Not Important
My parents wanted me to go	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could not find a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wanted to get away from home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to get a better job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To gain a general education and appreciation of ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was nothing better to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To make me a more cultured person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to make more money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To learn more about things that interest me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To prepare myself for graduate or professional school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A mentor/role model encouraged me to go	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To get training for a specific career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To find my purpose in life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. How would you characterize your political views? (Mark one)

Far left  
 Liberal  
 Middle-of-the-road  
 Conservative  
 Far right

31. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself. (Mark one in each row)

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artistic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperativeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drive to achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religiousness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (intellectual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (social)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spirituality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. Mark only three responses, one in each column.

- (M) Your mother's occupation
- (F) Your father's occupation
- (Y) Your probable career occupation

**NOTE: If your father or mother is deceased, please indicate his or her last occupation.**

Accountant or actuary	Y	F	M
Actor or entertainer	Y	F	M
Architect or urban planner	Y	F	M
Artist	Y	F	M
Business (clerical)	Y	F	M
Business executive (management, administrator)	Y	F	M
Business owner or proprietor	Y	F	M
Business salesperson or buyer	Y	F	M
Clergy (minister, priest)	Y	F	M
Clergy (other religious)	Y	F	M
Clinical psychologist	Y	F	M
College administrator/staff	Y	F	M
College teacher	Y	F	M
Computer programmer or analyst	Y	F	M
Conservationist or forester	Y	F	M
Dentist (including orthodontist)	Y	F	M
Dietitian or nutritionist	Y	F	M
Engineer	Y	F	M
Farmer or rancher	Y	F	M
Foreign service worker (including diplomat)	Y	F	M
Homemaker (full-time)	Y	F	M
Interior decorator (including designer)	Y	F	M
Lab technician or hygienist	Y	F	M
Law enforcement officer	Y	F	M
Lawyer (attorney) or judge	Y	F	M
Military service (career)	Y	F	M
Musician (performer, composer)	Y	F	M
Nurse	Y	F	M
Optometrist	Y	F	M
Pharmacist	Y	F	M
Physician	Y	F	M
Policymaker/Government	Y	F	M
School counselor	Y	F	M
School principal or superintendent	Y	F	M
Scientific researcher	Y	F	M
Social, welfare, or recreation worker	Y	F	M
Therapist (physical, occupational, speech)	Y	F	M
Teacher or administrator (elementary)	Y	F	M
Teacher or administrator (secondary)	Y	F	M
Veterinarian	Y	F	M
Writer or journalist	Y	F	M
Skilled trades	Y	F	M
Laborer (unskilled)	Y	F	M
Semi-skilled worker	Y	F	M
Unemployed	Y	F	M
Other	Y	F	M
Undecided	Y		

33. Mark one in each row:

- 1 Disagree Strongly
- 2 Disagree Somewhat
- 3 Agree Somewhat
- 4 Agree Strongly

There is too much concern in the courts for the rights of criminals	4	3	2	1
Abortion should be legal	4	3	2	1
The death penalty should be abolished	4	3	2	1
Marijuana should be legalized	4	3	2	1
It is important to have laws prohibiting homosexual relationships	4	3	2	1
Racial discrimination is no longer a major problem in America	4	3	2	1
Realistically, an individual can do little to bring about changes in our society	4	3	2	1
Wealthy people should pay a larger share of taxes than they do now	4	3	2	1
Colleges should prohibit racist/sexist speech on campus	4	3	2	1
Same-sex couples should have the right to legal marital status	4	3	2	1
Affirmative action in college admissions should be abolished	4	3	2	1
The activities of married women are best confined to the home and family	4	3	2	1
Federal military spending should be increased	4	3	2	1
If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time	4	3	2	1
The federal government should do more to control the sale of handguns	4	3	2	1
Only volunteers should serve in the armed forces	4	3	2	1
The federal government is not doing enough to control environmental pollution	4	3	2	1
A national health care plan is needed to cover everybody's medical costs	4	3	2	1
Grading in the high schools has become too easy	4	3	2	1
Undocumented immigrants should be denied access to public education	4	3	2	1
Through hard work, everybody can succeed in American society	4	3	2	1
Dissent is a critical component of the political process	4	3	2	1

34. During your last year in high school, how much time did you spend during a typical week doing the following activities?

Hours per week:	None	Less than 1 hour	1-2	3-5	6-10	11-15	16-20	Over 20
Studying/homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socializing with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with teachers outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercise or sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working (for pay)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student clubs/groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Household/childcare duties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading for pleasure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing video/computer games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prayer/meditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. Do you have any concern about your ability to finance your college education? (Mark one)

- None (I am confident that I will have sufficient funds)
- Some (but I probably will have enough funds)
- Major (not sure I will have enough funds to complete college)

36. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here? (Mark one answer for each possible reason)

	Very Important	Somewhat Important	Not Important
My relatives wanted me to come here	V	S	N
My teacher advised me	V	S	N
This college has a very good academic reputation	V	S	N
This college has a good reputation for its social activities	V	S	N
I was offered financial assistance	V	S	N
The cost of attending this college	V	S	N
High school counselor advised me	V	S	N
Private college counselor advised me	V	S	N
I wanted to live near home	V	S	N
Not offered aid by first choice	V	S	N
This college's graduates gain admission to top graduate/professional schools	V	S	N
This college's graduates get good jobs	V	S	N
I was attracted by the religious affiliation/orientation of the college	V	S	N
I wanted to go to a school about the size of this college	V	S	N
Rankings in national magazines	V	S	N
Information from a website	V	S	N
I was admitted through an Early Action or Early Decision program	V	S	N
A visit to the campus	V	S	N

37. Below is a list of different undergraduate major fields grouped into general categories. Mark only one oval to indicate your probable field of study.

**ARTS AND HUMANITIES**

- Art, fine and applied ..... ①
- English (language and literature) ..... ②
- History ..... ③
- Journalism ..... ④
- Language and Literature (except English) ..... ⑤
- Music ..... ⑥
- Philosophy ..... ⑦
- Speech ..... ⑧
- Theater or Drama ..... ⑨
- Theology or Religion ..... ⑩
- Other Arts and Humanities ..... ⑪

**BIOLOGICAL SCIENCE**

- Biology (general) ..... ⑫
- Biochemistry or Biophysics ..... ⑬
- Botany ..... ⑭
- Environmental Science ..... ⑮
- Marine (Life) Science ..... ⑯
- Microbiology or Bacteriology ..... ⑰
- Zoology ..... ⑱
- Other Biological Science ..... ⑲

**BUSINESS**

- Accounting ..... ⑳
- Business Admin. (general) ..... ㉑
- Finance ..... ㉒
- International Business ..... ㉓
- Marketing ..... ㉔
- Management ..... ㉕
- Secretarial Studies ..... ㉖
- Other Business ..... ㉗

**EDUCATION**

- Business Education ..... ㉘
- Elementary Education ..... ㉙
- Music or Art Education ..... ㉚
- Physical Education or Recreation ..... ㉛
- Secondary Education ..... ㉜
- Special Education ..... ㉝
- Other Education ..... ㉞

**ENGINEERING**

- Aeronautical or Astronautical Eng ..... ㉟
- Civil Engineering ..... ㊱
- Chemical Engineering ..... ㊲
- Computer Engineering ..... ㊳
- Electrical or Electronic Engineering ..... ㊴
- Industrial Engineering ..... ㊵
- Mechanical Engineering ..... ㊶
- Other Engineering ..... ㊷

**PHYSICAL SCIENCE**

- Astronomy ..... ㊸
- Atmospheric Science (incl. Meteorology) ..... ㊹
- Chemistry ..... ㊺
- Earth Science ..... ㊻
- Marine Science (incl. Oceanography) ..... ㊼
- Mathematics ..... ㊽
- Physics ..... ㊾
- Statistics ..... ㊿
- Other Physical Science ..... ①

**PROFESSIONAL**

- Architecture or Urban Planning ..... ②
- Family & Consumer Sciences ..... ③
- Health Technology (medical, dental, laboratory) ..... ④
- Library or Archival Science ..... ⑤
- Medicine, Dentistry, Veterinary Medicine ..... ⑥
- Nursing ..... ⑦
- Pharmacy ..... ⑧
- Therapy (occupational, physical, speech) ..... ⑨
- Other Professional ..... ⑩

**SOCIAL SCIENCE**

- Anthropology ..... ⑪
- Economics ..... ⑫
- Ethnic Studies ..... ⑬
- Geography ..... ⑭
- Political Science (gov't., international relations) ..... ⑮
- Psychology ..... ⑯
- Social Work ..... ⑰
- Sociology ..... ⑱
- Women's Studies ..... ⑲
- Other Social Science ..... ⑳

**TECHNICAL**

- Building Trades ..... ㉑
- Data Processing or Computer Programming ..... ㉒
- Drafting or Design ..... ㉓
- Electronics ..... ㉔
- Mechanics ..... ㉕
- Other Technical ..... ㉖

**OTHER FIELDS**

- Agriculture ..... ㉗
- Communications ..... ㉘
- Computer Science ..... ㉙
- Forestry ..... ㉚
- Kinesiology ..... ㉛
- Law Enforcement ..... ㉜
- Military Science ..... ㉝
- Other Field ..... ㉞
- Undecided ..... ㉟

38. Please indicate the importance to you personally of each of the following: (Mark one for each item)

Legend: **N** Not Important, **S** Somewhat Important, **V** Very Important, **E** Essential

Becoming accomplished in one of the performing arts (acting, dancing, etc.) ..... E V S N  
 Becoming an authority in my field ..... E V S N  
 Obtaining recognition from my colleagues for contributions to my special field ..... E V S N  
 Influencing the political structure ..... E V S N  
 Influencing social values ..... E V S N  
 Raising a family ..... E V S N  
 Having administrative responsibility for the work of others ..... E V S N  
 Being very well off financially ..... E V S N  
 Helping others who are in difficulty ..... E V S N  
 Making a theoretical contribution to science ..... E V S N  
 Writing original works (poems, novels, short stories, etc.) ..... E V S N  
 Creating artistic work (painting, sculpture, decorating, etc.) ..... E V S N  
 Becoming successful in a business of my own ..... E V S N  
 Becoming involved in programs to clean up the environment ..... E V S N  
 Developing a meaningful philosophy of life ..... E V S N  
 Participating in a community action program ..... E V S N  
 Helping to promote racial understanding ..... E V S N  
 Keeping up to date with political affairs ..... E V S N  
 Becoming a community leader ..... E V S N  
 Integrating spirituality into my life ..... E V S N  
 Improving my understanding of other countries and cultures ..... E V S N

39. What is your best guess as to the chances that you will: (Mark one for each item)

Legend: **N** No Chance, **L** Very Little Chance, **S** Some Chance, **V** Very Good Chance

Change major field? ..... V S L N  
 Change career choice? ..... V S L N  
 Participate in student government? ..... V S L N  
 Get a job to help pay for college expenses? ..... V S L N  
 Work full-time while attending college? ..... V S L N  
 Join a social fraternity or sorority? ..... V S L N  
 Play varsity/intercollegiate athletics? ..... V S L N  
 Make at least a "B" average? ..... V S L N  
 Participate in student protests or demonstrations? ..... V S L N  
 Transfer to another college before graduating? ..... V S L N  
 Be satisfied with your college? ..... V S L N  
 Participate in volunteer or community service work? ..... V S L N  
 Seek personal counseling? ..... V S L N  
 Communicate regularly with your professors? ..... V S L N  
 Socialize with someone of another racial/ethnic group? ..... V S L N  
 Participate in student clubs/groups? ..... V S L N  
 Strengthen your religious beliefs/convictions? ..... V S L N  
 Participate in a study abroad program? ..... V S L N

40. Do you give the Higher Education Research Institute (HERI) permission to include your ID number should your college request the data for additional research analyses? HERI maintains strict standards of confidentiality and would require your college to sign a pledge of confidentiality.  Yes  No

The remaining ovals are provided for questions specifically designed by your college rather than the Higher Education Research Institute. If your college has chosen to use the ovals, please observe carefully the supplemental directions given to you.

- |               |               |               |
|---------------|---------------|---------------|
| 41. A B C D E | 48. A B C D E | 55. A B C D E |
| 42. A B C D E | 49. A B C D E | 56. A B C D E |
| 43. A B C D E | 50. A B C D E | 57. A B C D E |
| 44. A B C D E | 51. A B C D E | 58. A B C D E |
| 45. A B C D E | 52. A B C D E | 59. A B C D E |
| 46. A B C D E | 53. A B C D E | 60. A B C D E |
| 47. A B C D E | 54. A B C D E | 61. A B C D E |

